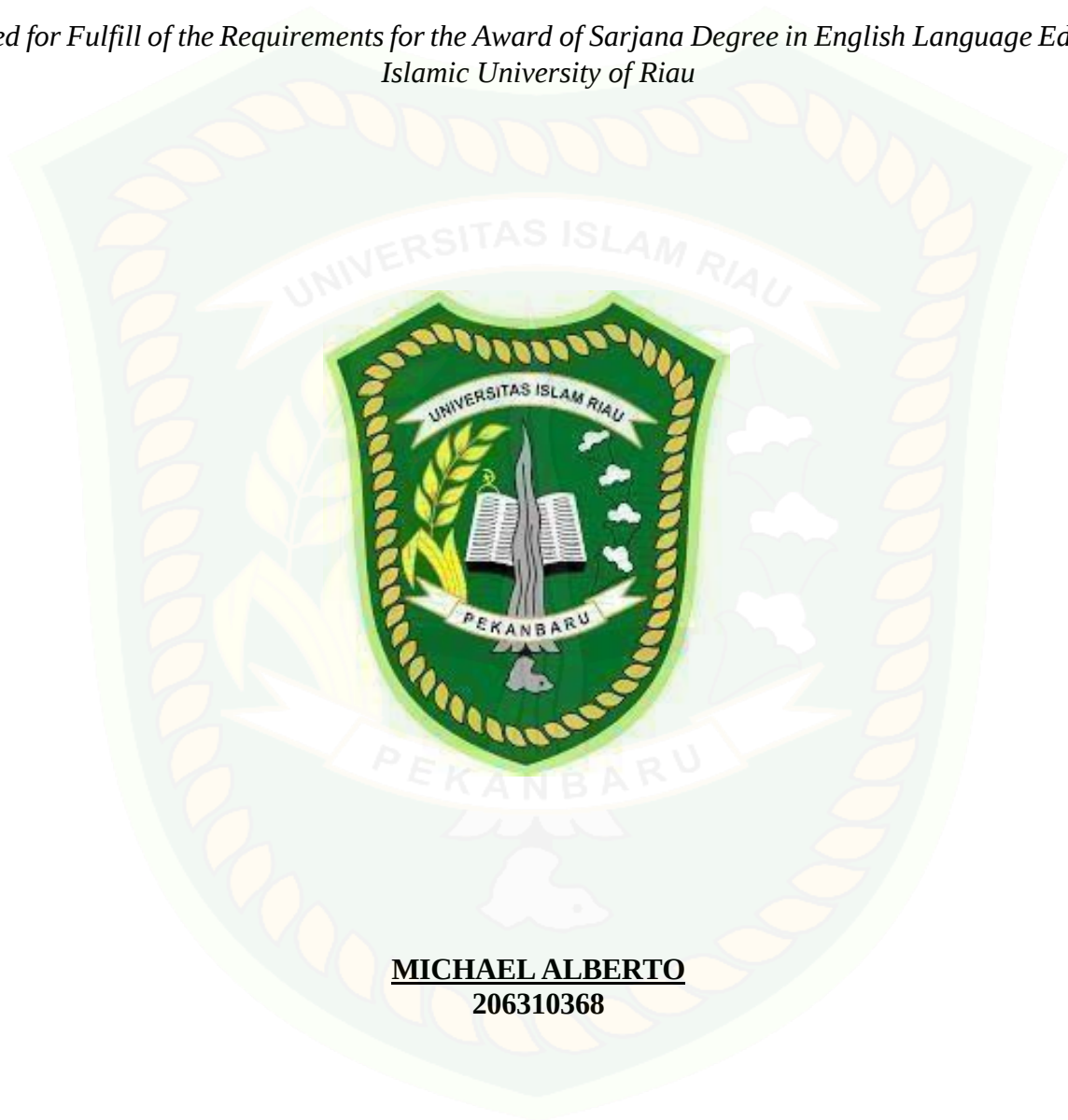


**THE EFFECT USING ROLE PLAY METHOD TO NINE GRADERS SPEAKING SKILL
AT SMP 4 SIAK HULU**

A THESIS

*Intended for Fulfill of the Requirements for the Award of Sarjana Degree in English Language Education
Islamic University of Riau*



MICHAEL ALBERTO
206310368

**ENGLISH LANGUAGE EDUCATION
FACULTY TEACHING TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
PEKANBARU
2025**

THESIS APPROVAL

**THE EFFECT USING ROLE PLAY METHOD TO NINE GRADERS
SPEAKING SKILL AT SMP 4 SIAK HULU**

STUDENT

Name : Michael Alberto
Student Number : 206310368
Study Program : English Language Education

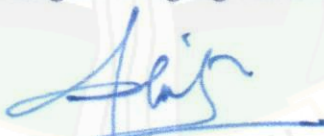
ADVISOR



Shalawati, S.Pd., M.A TESOL

NIDN. 102307904

Head of English Language Education

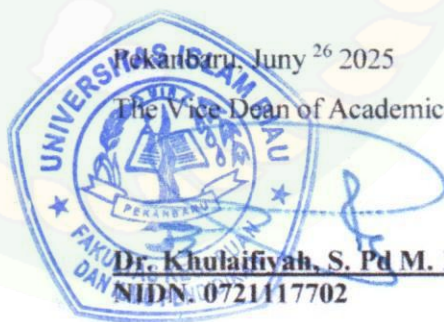


Andi Idavani, S.Pd..M.Pd

NIDN. 1026048501

Pekanbaru, June 26 2025

The Vice Dean of Academic



Dr. Khulaifayah, S. Pd M. Pd

NIDN. 0721117702

THESIS EXAMINATION

THE EFFECT USING ROLE PLAY METHOD TO NINE GRADERS
SPEAKING SKILL AT SMP 4 SIAK HULU

Name : Michael Alberto
Student Number : 206310368
Study Program : English Language Education

THE CANDIDATE HAS BEEN EXAMINED

Adviser



Shalawati, S.Pd., M.A TESOL
NIDN. 102307904

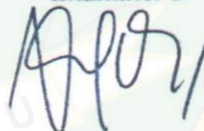
Examiner

Examiner 1



Johari Afrizal, S.Pd., M.Ed
NIDN. 1013106701

Examiner 2



Dr. Divah Ayu, S.S.M.Hum
NIDN. 1026118002

Pekanbaru, Juny²⁶ 2025

The Dean of Academic



Dr. Khulafiyah, S. Pd M. Pd
NIDN. 0721117702

LETTER OF NOTICE

The advisor hereby notifies that:

Name : Michael Alberto
Student Number : 206310368
Faculty : Teaching Training and Education
Study Program : English Language Department
Advisor : Shalawati., S.Pd., M.A. TESOL

Has been completely written a thesis which entitled:

**“THE EFEECT USING ROLE PLAY METHOD TO NINE GRADERS
SPEAKING SKILL AT SMP 4 SIAK HULU”**

It has been examined. This letter is made to be used as it is needed.

Pekanbaru, Juny ²⁶ 2025

Advisor

Shalawati, S.Pd., M.A TESOL
NIDN. 102307904



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UNIVERSITAS ISLAM RIAU

F.A.3.10

Jalan Kaharuddin Nasution No. 113 P. Marpoyan Pekanbaru Riau Indonesia – Kode Pos: 28284
Telp. +62 761 674674 Fax. +62 761 674834 Website: www.uir.ac.id Email: info@uir.ac.id

KARTU BIMBINGAN TUGAS AKHIR
SEMESTER GANJIL TA 2024/2025

NPM : 206310368
Nama Mahasiswa : MICHAEL ALBERTO
Dosen Pembimbing : 1. SHALAWATI S.Pd., M.A TESOL
Program Studi : PENDIDIKAN BAHASA INGGRIS
Judul Tugas Akhir : PENGARUH PENGGUNAAN METODE ROLE PLAY TERHADAP KEMAMPUAN BERBICARA SISWA KELAS IX DI SMP 4 SIAK HULU
Judul Tugas Akhir : THE EFFECT USING ROLE PLAY METHOD TO NINE GRADERS SPEAKING SKILL AT SMP 4 SIAK HULU
Lembar Ke : 1

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
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Telp. +62 761 674674 Fax. +62 761 674834 Website: www.uir.ac.id Email: info@uir.ac.id

KARTU BIMBINGAN TUGAS AKHIR
SEMESTER GENAP TA 2024/2025

NPM : 206310368
Nama Mahasiswa : MICHAEL ALBERTO
Dosen Pembimbing : I. SHALAWATI S.Pd., M.A TESOL
Program Studi : PENDIDIKAN BAHASA INGGRIS
Judul Tugas Akhir : PENGARUH PENGGUNAAN METODE ROLE PLAY TERHADAP KEMAMPUAN BERBICARA SISWA KELAS IX DI SMP 4 SIAK HULU
Judul Tugas Akhir : THE EFFECT USING ROLE PLAY METHOD TO NINE GRADERS SPEAKING SKILL AT SMP 4 SIAK HULU
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Pekanbaru, 26 Juli 2025 Ketua Prodi



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Andi Idayani, S.Pd., M.Pd

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DECLARATION

The undersigned researcher:

Name : Michael Alberto
Student Number : 206310368
Place/Date of Birth : Pekanbaru, 23 February 2001
Study Program : English Language Education (S1)
Faculty : Teacher Training and Education

I hereby declare this thesis is definitely from my ideas, except for the quotations (directly and indirectly) which were taken from various sources and mentioned scientifically. The researcher is responsible for the data and facts provided in this thesis.

Pekanbaru, Juny²⁶ 2025

The Researcher



Michael Alberto
NPM. 206310368

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First of all, the writer would like to express his thankfulness to God who has given blessing, grace, and guidance in finishing this thesis entitled “**THE EFFECT USING ROLE PLAY METHOD TO NINE GRADERS SPEAKING SKILL IN SMP 4 SIAK HULU**”.

This thesis is one of the requirements for the award Sarjana Degree in the English Language Study Program. The researcher realizes that in completing this thesis, the researcher gets a lot of support, motivation, and guidance from many people. Furthermore, in this opportunity, the researcher would like to express his deepest gratitude to the following great people:

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Lastly, the researcher believes that readers will find this thesis to be able to offer insightful analysis and useful information. The researcher further recognizes that this thesis is far from perfect. In order to strengthen this thesis, the researcher is therefore pleased to receive suggestions, comments, and support.

Pekanbaru, June²⁶ 2025

The Researcher



Michael Alberto

NPM. 206310368

ABSTRACT

Michael Alberto, 2025. *The Effect Using Role Play Method to Nine graders Speaking Skill at SMP 4 Siak Hulu.*

Keywords: *Role Play, Speaking Skill.*

This research investigates the effect of using the role-play method on the speaking skills of ninth-grade students at SMP 4 Siak Hulu. Recognizing that many students face challenges in speaking English due to lack of confidence, limited vocabulary, and fear of making mistakes, this study applies role play as an interactive teaching strategy aimed at improving students' oral communication.

The research employs a quantitative quasi-experimental design involving a pre-test and post-test for both control and experimental groups. The experimental group received speaking instruction through role-play activities, while the control group was taught using traditional methods.

The results of the study reveal a significant improvement in the speaking performance of the experimental group compared to the control group. Statistical analysis using an independent sample t-test indicated that the post-test mean score of the experimental class (72.5) was higher than that of the control class (66.5), with a gain score difference of 3.0 points. The findings support the hypothesis that the role-play method has a significant positive effect on students' speaking skills. Role play was found to enhance pronunciation, intonation, fluency, and accuracy, while also reducing students' anxiety and increasing their engagement in classroom activities.

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CHAPTER I

INTRODUCTION

1.1 Background of The Problem

The student is not simply a passive recipient of instruction, but rather actively dialogues with new ideas, makes progress in skill, and gains knowledge specific to the discipline. When you start learning English you join the language of millions (perhaps billions) of people on planet earth, and it's not always easy. There are four main skills that you need to learn: reading, writing, listening and speaking. The majority of students spend all of their class time on drills, mini-lectures, or language games, which serve to add to their vocabulary or reinforce their grammar. But among these skills, speaking has a special importance. Skill is the test of a learner's ability.

The ability to speak English can be assessed simply by listening. Brown (2004) speaking is a productive skill; in that it is a visible and audible performance, it is easy to measure a learner's speaking ability. The importance of speaking is that it stimulates immediate interaction among other people. It is more than just using words, it means structuring ideas, sending messages and having two way transactions.

Developing speaking skills often requires more practice than anticipated. Without the ability to speak, communicating with people from different parts of the world becomes extremely difficult. In reality, many students find speaking English to be a considerable challenge. Speaking in front of a class can be intimidating. According to Heriansyah (2018), students frequently encounter difficulties due to limited vocabulary, lack of confidence, or insufficient opportunities to practice

speaking during lessons. Some students struggle to express their thoughts accurately. In many classrooms, including those at SMP 4 Siak Hulu, students may hesitate or experience difficulty when asked to speak. This is most often attributed to low confidence, a limited vocabulary, or a lack of sufficient practice.

Consequently, the students at SMP 4 Siak Hulu might hesitate to participate in discussions, mispronounce words, or construct grammatically incorrect sentences. Students often choose to remain silent rather than speak in front of the class because they fear making mistakes and feel anxious about being judged. Friends in the class are going to laugh at students who make mistakes when speaking English.

Netty (2022) states that several factors hinder students from speaking English, including inhibition, lack of ideas, low or uneven participation, and the tendency to use their first language. To encourage students to engage more actively in the learning process, teachers need to apply appropriate instructional strategies. Various strategies can be implemented, such as jigsaw, language games, picture strip stories, role-play, and show and tell. Among these options, the researcher chose to apply the show and tell technique in the learning process.

Speaking becomes a challenging skill for students to master because they lack sufficient exposure to English, rarely use the language in daily communication often relying on their mother tongue instead and tend to feel shy or unmotivated when learning English.

Students can practice speaking English in conversation by employing the role-playing technique. Additionally, it helps students become more confident and get directly into the conversation. One of the strategies that can be used for encouraging students to speak English is the "role-play" method. Additionally according to William Littlewood (2013), the role-play method helps improve communication skills and give students opportunity to get involve in a conversation.

As stated by Bailey (2005) role-play is an effective technique for practicing speaking within the safe environment of the classroom. In this activity, learners are assigned specific roles using the target language. For instance, one student may act as a tourist reporting a stolen wallet to the police, while another plays the role of the officer assisting with the report. Through role-play, students can rehearse using the target language before applying it in real-life situations.

From this explanation, the researcher concludes that role-play can increase student engagement and improve their motivation to learn. Therefore, the researcher is interested in conducting a study entitled **“THE EFFECT OF ROLE PLAY IN SPEAKING SKILL TO NINE GRADERS AT SMP 4 SIAK HULU”**.

1.2 Setting of the Problem

Based on the previously discussed problem background, many English language learners encounter considerable difficulties in honing their speaking abilities, which is a crucial aspect of language acquisition. Students frequently struggle with speaking despite structured lessons and a variety of classroom activities because of things like a lack of confidence, a small vocabulary, a fear of making

mistakes, and little practice. Their inability to communicate effectively in English is further hampered by their dependence on their mother tongue, nervousness when speaking in front of peers, and fear of being laughed at.

Teachers must use efficient teaching techniques to overcome these obstacles. The role-play method is one such tactic that gives students the chance to practice speaking in a safe environment. Role-playing not only helps build confidence but also enhances communication skills, making it an effective tool to encourage active participation and improve students' speaking abilities in English.

1.3 Research Question

Is there any significant effect of role play method towards students speaking skill of ninth grade at SMP 4 Siak Hulu?

1.4 Limitation of the Research

These research only focuses on the role play effect at students speaking skill in several factors such as Pronunciation, Intonation, Fluency and Accuracy. This aspect applies to students at SMP4 Siak Hulu according to the module.

1.5 Objective of the Research

The purpose of this study is to determine whether the use of the role-play method has a significant impact on the speaking skills of ninth-grade students at SMP 4 Siak Hulu.

1.6 Significant of the Research

This result of the research hopefully can give contribution for some aspect.

1. For Researcher

To add knowledge especially about role play method in speaking skill.

2. For Students

This method will help students to improve their speaking ability and make it easier to develop their ideas when do speaking in class.

3. For Teacher

As additional reference that may be useful when they teach about speaking skill in role play.

1.7 Definition of Key Term

1. Role play

According to Ur (2014) role play encompasses a range of activities in which learners place themselves in situations beyond the classroom, often adopting roles different from their own and adjusting their language to suit the imagined context. Ur also highlights that the term *play* suggests enjoyment, creativity, and a safe learning environment where students can experiment with language. Role play represents a form of “learning by doing,” as it requires students to actively use their knowledge, skills, and understanding to speak and behave according to the roles assigned to them.

From these explanations, it can be inferred that role play is an instructional technique that engages students in simulated situations or roles to enhance their vocabulary, grammar, pronunciation, fluency, and comprehension. The roles and scenarios are designed to mirror real-life contexts, thereby helping students understand how English is used in everyday communication.

2. Speaking Skill

Richards (2009) claims that The development of English-speaking skills has become a key objective for many learners of English as a second or foreign language. In this study, speaking refers to the learners' ability to communicate and interact with others fluently and clearly

According to Afna (2018) Speaking plays a part in socially and culturally interacting with people to generate information in such communication situations. From these definitions, the researcher concludes that speaking is the process of conveying knowledge, interests, opinions, and ideas to others.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of previous studies related to the use of the role-play technique, as well as theories relevant to the research, including the concept of speaking, techniques for teaching speaking, the research hypothesis, and the concept of role play as the method applied in the experimental class. The detailed explanations are provided in the following sections:

2.1 Relevance Theories

2.1.1 Speaking Skill

Speaking is a fundamental language skill that plays a significant role in communication. To provide a clear understanding of its significance, this section will explore the nature of speaking in depth. According to Thornbury (2012), Speaking is a language skill that requires generating organized verbal expressions to communicate meaning. He emphasizes that speaking is not only about producing sounds but also about organizing those sounds into meaningful units and delivering them fluently and appropriately in a social context. Speaking ability and communicative proficiency are related. According to Ilyas and Yulianto (2019) students of all ages should participate in this physically demanding activity. To communicate with others, one must speak a foreign language. They must choose the most appropriate phrases and the ideal syntax to express the message precisely and accurately. Speaking is the ability of using words in order to convey or express purposes, ideas, or thoughts that are structured and developed by the demands of the listener so that what is conveyed is understood by the listener.

2.1.1.1 The Nature of Speaking

Martyn Bygate (2015) says that speaking is a skill that warrants as much attention as literacy skills in both first and second languages. It is a critical ability by which students are often evaluated and serves as a key medium for social interaction, status recognition, career progression, and business communication. Riddell (2003) describes speaking as a form of oral interaction that involves a reciprocal exchange between the speaker and the listener. This interaction requires productive skills for expressing messages and receptive skills that allow the listener to understand and interpret the information accurately.

The ability to master all the skills, however, is not simple. Each skill is incredibly difficult to perfect. Speaking in English as a foreign language is the hardest skill for pupils to develop. Speaking is an activity employed by someone to interact with others. According to Argawati (2014) speaking is defined as having the ability to communicate, convey, or exchange thoughts through language. Speaking takes place in all settings and has become an integral part of everyday life. Through speech, individuals engage in communication and use language to express their thoughts, emotions, and ideas.

2.1.1.2 Micro and Macro Speaking

Micro and macro abilities are two important factors for speakers to keep in mind while practicing oral communication. Micro-skills refer to the smallest elements of language, including phonemes, morphemes, vocabulary, collocations, and phrases. In contrast, macro-skills relate to broader aspects of speaking, such as coherence, fluency, discourse organization, communicative functions, appropriate style, and the

use of communication strategies.

Brown (2004). These are speaking's micro and macro skills.

1. Micro Speaking

- a. English phoneme and allophonic contrast.
- b. Generating linguistic segments of different sizes
- c. Application of English word accents, using stressed and unstressed words, rhythm and intonation.
- d. Naturally employing shortened word and phrases.
- e. Using adequate language to achieve communicative purposes.
- f. Speaking in different speeds, checking the speech by hesitating or self-correcting.
- g. Using appropriate grammatical categories such as nouns and verbs, grammatical systems such as tense and agreement and plural forms, word order, pattern, rules, and elliptical structure.
- h. Producing speech in natural units such as meaningful phrases, pause groups, breath groups, and sentence components.
- i. Using different grammatical constructions to express the same meaning.
- j. The effective use of cohesive devices in speaking.

2. Macro Speaking

- a. Performing communicative tasks adequately according to context, participants, and expectations of communication.

- b. Using suitable styles, registers, meanings, redundancies, pragmatic norms, conversational rules, interruptions, and other sociolinguistic features in face to face communication.
- c. Relating ideas and events, including identifying main and supporting points.
- d. Using nonverbal communication such as gestures, facial expressions, and body language.

2.1.1.3 The Component of Speaking Skill

There are some things that English language learners need to know and understand in order to become better speakers of the English Language. This ability is a key factor in how successful interaction and oral communication can be, since without speaking ability it is not possible to communicate effectively orally. Kurniati et al. (2015) claim that fluency, pronunciation, grammar usage, vocabulary and comprehension are the most common components in measuring oral proficiency.

1. Fluency

According to Richard (2015) Fluency is an aspect of communicative competence that develops through real tasks such as dialogue, role play and narrative. Richards emphasises the significance of offering students intervals of speaking practice without undue correction, as a means to build confidence.

2. Pronunciation

Richards (2009) explains that pronunciation refers to the way specific sounds are produced. While articulation is concerned with the physical creation of speech sounds in the mouth, pronunciation refers to how listeners perceive and understand these same sounds.

3. Grammar

As Crystal (2008) suggests, grammar itself is a significant concept in linguistic field; it may take on several referents of general reference and specific kinds.

4. Vocabulary

Folse (2004) said Vocabulary is a key to forming reading, writing, speaking, and listening skills (Folse 2004). We cannot talk to each other without words. Of course many parts of communication like speaking fluently has both commonalities in them.

5. Comprehension

According to Richards and Schmidt (2013), comprehension is the ability to understand intended meanings in written or spoken texts. This is a combination of both bottom-up processing, where meaning is created from information within the message itself, and top-down processing which derives from listener or speaker background knowledge, context and communicative intentions.

From the discussions above, it is clear that learners of English need to learn what the different aspects of speaking are (fluency, pronunciation, grammar and

variety of vocabulary and comprehension) and know how to acquire them.

These are essential elements in speech that contributes to fluent communication.

2.1.1.4 Teaching Speaking

Goh and Burns (2012) provide for practice a concise and realistic approach to teaching speaking which asserts that oral language learning is at its most potent when learners are engaged in a number of clearly defined stages. They argue that the most effective approach to teaching speaking is divided into three stages categorized as pre-speaking, while-speaking, and post-speaking.

- Pre-speaking activities at least help sense students what they going to speak. At this moment, educators are allowed to activate students' prior knowledge, teach key words or make a Language Input through listening or reading.
- While-speaking is the realization of speaking. Here, students engage in role plays, simulations, debates, or discussions all of which attempt to provide meaningful and contextual opportunities to use the language.
- The focus of post-speaking activities is reflection and consolidation. This step could involve such things as responding, error correction, going back over newly acquired vocabulary, or engaging in a discussion on how to further enhance student speaking.

Besides, teachers should also employ the corresponding effective teaching strategies in the process of teaching and learning activities to develop oral language skill. And this will contribute to establish a consecutive learning process and enable students to formulate speech both correctly and fluently.

Various strategies can be utilized to enhance the effectiveness of speaking instruction.

1. Prepared talks.

Wang (2018) said that student-generated oral presentations create “high-output, high-accountability” conditions in which learners must rehearse content, manage delivery skills, and respond to audience feedback, thereby integrating accuracy with real-time fluency. They also stress that teacher feedback on structure, visuals and rhetoric is crucial to maximizing learning gains.

2. Role play

Putri & Zaki (2025) show that classroom role-play significantly raises scores for pronunciation, fluency and comprehension by immersing learners in realistic communicative scenarios that demand role-dependent language and turn-taking strategies; confidence also rises as students practice in a supportive, dramatized context

3. Brainstorming

One of the things that might be done during the pre-teaching phase is brainstorming. By posing questions about similar terms in the text or the title, which are known as brainstorming exercises, the professors generally stimulated their students' knowledge. According to Crawford (2005), one of the most common learning activities that might assist students in eliciting prior information and activating relevant schemata is brainstorming.

4. Oral interview

According to Kayi (2006) students of various language skill levels can

participate in oral interviews alone or in pairs, and they don't need to prepare.

Interviews can take the form of discussions or conversational exchanges between the teacher and students within the classroom setting.

5. Debate

Debate can give students the chance to use long stretches of language for a specific goal. Students are invited to choose sides in a debate and explain their viewpoints, which is a form of role-playing. Brophy (2004) suggests that teachers can help students enhance their speaking abilities by familiarizing them with language scripts for different situations, enabling them to anticipate what they will hear and how they should respond. Debates are most suitable for intermediate and advanced learners who have been given adequate preparation beforehand.

6. Games

Liu (2021) report that well- chosen linguistic games increase learners' willingness to communicate and sustained oral output, attributing gains to lowered anxiety, instant feedback loops and intrinsically motivating goal structures.

7. Telling Story

Much of the communication involves sharing anecdotes and recounting experiences, whether our own or those of others. Therefore, students must be able to narrate stories effectively in the target language, which in this context is English. Students might be encouraged by their teachers to recount stories they have read in their books, in newspapers, or online.

8. Discussion

Snowman et al., (2009) explain that group discussion is a collaborative learning approach in which students are encouraged to engage with one another in practicing English conversation. This teaching technique allows students to motivate themselves and support their peers in developing their speaking skills. It is applied in spontaneous conversations, where the primary objective is to foster interaction rather than focus strictly on a specific theme. As a result, discussions often shift from one topic to another, with only occasional in-depth exploration of a particular subject.

2.1.1.5 Speaking Assesment

Brown (2004) states that speaking assessment involves four types of interactive communication, which include both interpersonal and transactional forms:

1. Interview

The phrase oral production assessment is commonly associated with interview-style tests, where the examiner and the test-taker interact directly in a face-to-face format guided by predetermined questions and prompts. The length of such interviews generally varies, lasting anywhere from five to forty-five minutes, depending on the purpose of the assessment and the context in which it is administered.

2. Role play

Role play is a commonly utilized instructional technique in communicative language teaching. In some forms, learners are given time to prepare and organize their responses before participating in the activity. When applied as an assessment method, role play allows test-takers to produce types of

discourse that might be difficult to generate in more structured testing formats.

3. Discussion and Conversation

When implemented as a formal assessment method, student discussions and conversations can be difficult to clearly define and even more challenging to assess. Nevertheless, when used informally, they offer a degree of authenticity and spontaneity that is often hard to achieve through more structured evaluation techniques.

4. Games

The informal methods range through a series of language games designed to keep the students actively producing the language. Additionally, a speaking assessment model, which addresses comprehension, fluency, vocabulary, pronunciation, and grammar, was also proposed by McKay (2006).

2.1.2 Role Play

2.1.2.1 The Definition of Role Play

Dianne adds that role play is important because it provides opportunities for students to actually practice interacting in real-life social situations and social roles. They may be more or less open-ended, with the teacher leading students step by step. The teacher specifies a situation and a topic to the students but they are free to answer on their own. Students are being assessed on how well they communicate.

As an interaction in communicative language teaching, role play has a significant place. According to Lane and Brown (2010), role play in the classroom is successful when there are two things: students must have defined roles and clear objectives must be set for the exercise. When this approach is used, Littlewood (2013) further describes what learners are expected to do.

1. Learners are situated in a fictional environment that realistically imitates what they could encounter beyond the walls of the classroom, with the situation modified to accommodate their level of competence.
2. A specific role is attributed to them in the scenario, which could be themselves or a different persona, according to what the tasks calls for..
3. They need to react and act as if the moment was real, making their actions consistent with the position they hold.

2.1.2.2 Kind of Role Play

According to Dwiyanti and Lolita (2023) structured role-plays using cue cards or dialogue prompts provide learners with essential scaffolding to build communicative competence. These guided interactions help reduce anxiety and cognitive load while still encouraging creative speech production within a safe, semi-controlled environment. This approach helps students more easily recall and apply the language forms they have learned. Consequently, teachers can use cued dialogues to draw out the targeted structures that have been previously discussed. Four factors can be effectively integrated into dialogue cues to meet learners' needs:

1. These cues direct learners toward the communicative functions they must express. The type of language used depends on the social relationship and the

situation presented.

2. Role-playing controlled through cues and information. In this format, learners receive detailed information in the cues but are free to choose how to respond.

This flexibility allows students to adopt roles more creatively.

Using role play, students obtain the information required for the interaction, and the language they produce is determined by their own choices.

Students are required to use English as the primary medium of communication to achieve the task. They may begin the conversation in any manner they choose, as long as it aligns with the context of the situation. The teacher reduces control over the activity, allowing conversations to develop naturally according to students' proficiency levels. This approach promotes creativity and encourages students to speak more freely.

3. Role-playing controlled through situation and goals. In this type of role play, the teacher provides learners with a specific situation and the objectives they must accomplish. Students then use English to work toward achieving these goals.
4. Role play as a debate or discussion. In this format, people have the right and responsibility to make their views known and to defend them, which is excellent for debating the issues. Prior to arguing for and against, students are required to get enough background information from reading and/or listening materials. Each learner has a role to play and means to engage with the task.

2.1.2.3 The Purpose of Role Play

Role play has the benefit of bringing the language into context, presenting the language as a real language for real communication. Chen (2011) states that the role-play activities in the language classroom are aimed at fostering students' communicative competence through situating them in authentic social contexts where they need to employ their knowledge to accomplish specific communication goals.

Kucharčíková (2015) mentions that the purpose of the teaching of speaking is almost the same as with role play. In principle, role play may be used as a powerful method for teaching speaking and helping the learners to enrich their speaking competences.

2.1.2.4 Reasons for Using Role Play

The Role Play is said to be the best method to practice speaking for example in EFL classes. In contemporary teaching, it is said not only as a technique to multiply the rate of verbal output but also a means to improve communicative competence. Role-playing activities offer a meaningful and interactive context which greatly aids students both in accuracy and fluency in using language in line with Khamouja (2023). There are many explanations for why teachers use role plays in speaking classes:

1. Role play enables the use of more language functions and communicative situations than usual classroom transactions. In role play, learners are put in simulated real life situation and they have to use language for a number of different motives including asking, apologizing, making suggestions, agreeing, and so on. It enables them to break out of stereotypical question-answers patterns and see language in practical and dynamic situations. Consequently, learners are exposed to a wide range of

communicative intentions and they learn to respond appropriately according to the situational context of the conversation. Such contrasting information diversifies and extends their communicative competence and prepares them even better for normally occurring interactions.

2. It promotes repetition with variation, which contributes to oral fluency. Role-playing exercises may be repeated several times with different roles, backgrounds, or purposes. This kind of repetition with variations provides an opportunity for the pupils to polish their speech, make better pronunciation, and play around with new vocabulary/grammar. Different from cramming, this method entices students to be attentive and motivated, as every repeating round presents new details, and communicative tasks to solve. Retaking analogous scenarios from various perspectives can also help learners gain confidence and be more versatile in using spoken language.
3. It promotes student motivation and ensures participation through role assignment. It seems in certain (too many) of our speaking activities that the same few more gregarious students tend to monopolize the speaking. Playacting, on the other hand, offers each student a particular character or duty and is therefore a more egalitarian form. It means that every student should be doing something and talking for a reason. Playing a role also relieves students' stress about public speaking, since they are not talking "as themselves" but as a different person, and they feel less inhibited in that role. This psychological distance can lower affective filters and help students speak more freely.
4. It opens the door to exploring cultural matters and what is considered socially acceptable. Language is more than just a means of communication, its cultural. Role

play is an effective means of drawing cultural norms, values, and expectations. for example, students can rehearse the polite expressions when offering or refusing food, greetings, compliments, and when they disagree in a polite way. Educators have the ability to create situations that demonstrate cultural differences in verbal and nonverbal communication. This improves not only linguistic proficiency, but also cultural awareness, which is vital in cross-cultural communication.

2.1.2.5 The Implementation of Role Play

Facilitating the use of role play as a form of speaking evaluation proceeds within the framework of discipline to protect its credibility and dependability. Based on the framework of Kasper and Youn (2018) for interactional competence, the process comprises the following suggestion:

1. Establishing the objectives of the assessment

In this case, the test will serve as an instrument for evaluating students' speaking performance in four key aspects: pronunciation, intonation, fluency and accuracy. These two subskills mirror both learners' linguistic and interactional competence in natural communications.

2. Crafting genuine role play scenarios

Role play exercises need to simulate real-life situations that learners are likely to encounter when talking to people in their day to day lives. This could be anything from ordering food in a restaurant to going for a job interview, from resolving a disagreement, to travelling. Each situation must give students enough opportunities to talk and react to situations.

3. Setting the Scene and Establishing Context for the Task

Before the role play activity is done students should be briefed on purpose and format. This involves telling students how they are going to be assessed, and giving them time to do a little practice or to warm up. Orientation reduces anxiety and helps students to be more full aware of what their roles are.

4. Performing in the Role Play

Test takers conduct role plays in pairs and small groups while being observed or recorded by the test administrator. The performance should be continuous, so that the interaction is genuine and not interrupted. The teacher should stay neutral, not intervene in the conversation, and let the students decide when they want to take the turn, to manage misunderstandings, and to negotiate meanings.

5. Evaluating Students Performance

Student performances are scored holistically based on the following:

- Pronunciation: clarity of articulation, stress, and correct pronunciation of words.
- Intonation: Dynamic delivery based on variation of pitch and stress.
- Fluency: No hesitations in delivery with appropriate pausing and natural speaking rhythm.
- Accuracy: grammatically and lexically accurate.

There may be a score associated with each criteria(e.g. 1-5 or 1-10), with descriptors describing each level of quality.

2.2 Relevance Studies

There are some previous studies which have a correlation with this research:

The first is a study by Afdillah (2015), entitled “The Effectiveness of Roleplay in Teaching Speaking” The result found out that the role play technique is an effective

method for teaching speaking skills. The significant difference in gained scores between the experimental and control classes highlights the positive impact of role play on student performance. Role play not only enhances the learning experience by making it more enjoyable and engaging but also supports students who may be shy or have difficulties in conversation. By increasing motivation and making lessons easier to understand, role play proves to be a valuable tool in improving students' speaking abilities.

Secondly, the study conducted by Intan, (2009) entitled “Improving Students Speaking Ability Through Role Play Method of The Second Year At SMPN 1 Perhentian Raja” This study shows that role play is rarely used but is very effective.

Lastly, the study conducted by Puspitorini (2018) entitled “The Influence of Role Play on Students' English Speaking Skill at Nine Graders” show that using role-play technique is supported to use in increasing students' English speaking skill.

2.3 Hypothesis

There are two hypotheses of this research:

1. The alternative hypothesis H1 : role play method has a significant effect on students speaking skill.
2. The null hypothesis H0 : role play method does not have a significant effect on students speaking skill

CHAPTER III

RESEARCH METHODOLOGY

This chapter described the research design and procedures utilized in this study. Research design, population and sample, data collection tools, data collection process, data analysis methods, and test for validity and reliability are included.

3.1 Research Design

The research was conducted using a quantitative, quasi-experimental design with pre- and post-test measures. It was intended to determine the conditions under which the situation existed at the time of the study and to obtain a snapshot of the phenomenon. Sugiyono (2013) stated that Quantitative research is a research that relies on a scientific approach to specific variables with a certain methodology to answer questions and seek solutions that can be generalized or applicable in other places. Creswell (2014) states that quasi-experimental research is a research in which researchers compare groups but they do not use random assignment. While this approach had limitations in terms of fully controlling threats to validity, it was particularly useful for data collection in the field where true experimental conditions were difficult to create.

This study consisted of selecting two classes, and administering pre-tests to determine their initial levels of proficiency. A post-test was administered to assess the results following the instructional intervention. The pre-test and post-test results were compared to determine how the varying treatments affected the experimental class.

The present research was designed to examine the correlation between two factors, i.e. independent variable (X) that is the role-play technique and the dependent variable (Y) students' speaking skills.

Both groups (the experimental and the control) were administered the same syllabus, although employing different instructional methodologies. The control group was taught traditionally, and the experimental group was taught with the role play technique. A post-test was given to all to quantify the effect of the treatments. The pretest and posttest scores were analyzed to establish whether there was a significant difference in the degree of the students' improvement between the two groups. The pre-test-post-test single treatment control group design is presented in the following :

Table 3.1 Pre-Test-Post-Test Single Treatment Control Group Design

Class	Pre-Test	Independent Variable	Post-Test
A	O1	X	O2
B	O1	-	O2

Note:

A : The experimental class

B : The control class

O1 : Pre-test to assess students speaking skill

X : Giving treatment by using role-play method

O2 : Post-test to assess students speaking skill after treatment in experiment class

3.1.1 Independent Variable

This referred to the effects of the implemented treatment, specifically the use of the role-play technique with the experimental group, compared to the regular teaching strategies used with the control group.

3.1.2 Dependent Variable

This referred to the speaking performance of students in the experimental group, including their grammatical competence, discourse skills, pragmatic abilities, and fluency.

3.2 Location and Time of Research

This research was conducted at SMPN 4 Siak Hulu which is located at Pandau Jaya Street, Kecamatan Siak Hulu, Kabupaten Kampar, Riau. The process of research started in January 2025 and finished afterward.

3.3 Population and Sample of Research

3.3.1 Population

The population of this study consisted of all ninth-grade students at SMP 4 Siak Hulu. According to the information provided by one of the teachers at the school, *“the students are not grouped according to their level of intelligence, and no placement test is administered.”* This indicates that the students are assigned to their classes randomly.

Table 3.2
Population of The Research

No	Class-IX	Total Students
1	IX-1	36
2	IX-2	36
3	IX-3	35
4	IX-4	36
5	IX-5	34
6	IX-6	35
7	IX-7	33
8	IX-8	35
9	IX-9	34
10	IX-10	36
11	IX-11	36
12	IX-12	36
13	IX-13	35
14	IX-14	34
TOTAL		491

Source: SMPN 4 SIAK HULU School Profile

3.3.2 Sample

According to W.Creswell (2019) a sample refers to a subset of elements chosen from a larger population, representing a smaller portion in terms of size. It can also be described as a particular section of the population that reflects its characteristics.

According to his statement when the total population is fewer than one hundred individuals, it is advisable to use the entire population as the research sample. However, if the population exceeds one hundred, selecting 10-15%, 20-25%, or a larger proportion is advised.

Table 3.3
Sample of The Research

No	Class IX	Total Students
1	IX-13 (experimental class)	35
2	IX-14 (controlled class)	34
TOTAL		69

Source: SMPN 4 SIAK HULU School Profile

3.4 Research Instrument

The research instrument played a crucial role in this study; therefore, it was carefully prepared before data collection. The instrument used was a performance-style oral test based on the lesson plan. It concerned greeting, providing assistance and voicing opinions. Students were free to select their partners and role-play as buyers and sellers. The researcher evaluated their speaking ability in the performance.

The speaking sub-skills were designed based on McKay's (2006) model of speaking: Comprehension, Fluency, Vocabulary, Pronunciation and Grammar. However, the grades were limited to Pronunciation, Intonation, Fluency and Accuracy.

3.4.1 Test

The test was a performative oral test in the present study. Both pre and post testing was done orally by the investigator. Test material was taken from the course and tested on expressions of greeting, helping, and asking for/giving opinion. Students could choose their own partner and do role plays, with each having a role (e.g. one the buyer, the other the seller). Between performances, the researcher evaluated the students' speaking skills.

The scoring system was based on Estes (1997), with an additional level added to include all 5 aspects of assessment in McKay (2006): comprehension, fluency, vocabulary, pronunciation, and grammar. Although the three raters agreed that the five indicators embodied the most important components of good speaking, they needed to further select those which were most related to the specific learning needs of the students.

The scoring method of the responses of participants in the questionnaire is from 1 to 5 points per each indicator. A score of 5 in fluency, for example, is determined by 5 x 5 and just like for a score of 4, it is 4 x 5. Each indicator is multiplied by 5 and then from these values a total score across all indicators is calculated, also by adding. Accordingly, the test score can go up to 100.

Table 3.4
Blue Print of Pre-test and Post-test

No	Indicator	Topic	Scenario	Activity
1	Pre-test	Conversation between a buyer and a seller in a market or a shop.	Situation: Students are asked to do a roleplay where they go to a shop to buy fruits or snacks. Example Conversation Starter: Buyer: Excuse me, do you sell bananas? Seller: Yes, we do. How many would you like?	Students work in pairs (one as the seller, one as the buyer). They are asked to engage in a conversation for approximately 3-5 minutes. The teacher/assessor will observe and evaluate the five components during the roleplay.
2	Post-Test	Conversation between a buyer	Situation:	Students work in pairs (one as the

No	Indicator	Topic	Scenario	Activity
		and a seller in a market or a shop.	the buyer wants to bargain or is looking for an item that is unavailable Example Conversation Starter: Buyer: Hi, I'm looking for organic honey. Do you have any? Seller: Hmm, we're out of organic honey, but we have regular honey. Would you like to try that? Notes: Include a small challenge or issue (item out of stock, high price, etc.) to assess students' improvisation and communication skills.	seller, one as the buyer). They are asked to engage in a conversation for approximately 3-5 minutes. The teacher/assessor will observe and evaluate the five components during the roleplay.

3.4.2 Treatment

In this research, the treatment was used as the main instrument to investigate the effect of the role-play method on students' English speaking skills. It referred to structured interventions given to the experimental group, including simulations and roleplay performances designed to train Pronunciation, Intonation, Fluency, and Accuracy.

The treatment is implemented through several learning sessions, including the introduction of expressions and vocabulary, guided conversation practice through real-life situation simulations, and open roleplay performances

accompanied by students. This is an example of the treatment:

Learning Objectives :

By the end of the treatment, students will be able to:

- Engage in real-life English conversations using appropriate expressions and grammar.
- Improve their pronunciation, intonation, fluency and accuracy through interactive roleplay.

Treatment Steps

Session 1 – Introduction & Guided Practice

Session 2 – Controlled Practice & Variation

3.4.3 Validity

Validity is a general term that refers to the extent to which a measurement, a conclusion, or a concept "is well grounded in, or appropriate to, the real world". It is important to determine the validity of the survey scores to know that the instrument is valid and reliable to be used in the research. Simply put, validity defines the extent to which results or inference of a researcher are appropriate, precise and meaningful.

The validity check in this research was conducted using internal validity method. This procedure guarantees that measuring instruments, for instance, have the capability to correctly capture data from the variables to be studied. To assess validity, the input of thesis supervisors and other lecturers may be solicited as expert judges (Suryabrata, 2018). The instruments are validated in the study based on the support from the thesis supervisors and lectures through classroom

performances and observations.

3.4.4 Reliability

For consistency among the experimental and control classes, the researcher made use of inter-rater reliability. To evaluate the inter-rater reliability averaged scores from English teachers of SMP 4 Siak Hulu and expert lecturers were utilized to rate.

3.5 Procedure of Data Collection

The next stage in the investigation was data collection for the purpose of establishing the results of the study. To collect the data the following procedures were used:

1. Pre-test

A pre-test was administered to measure the homogeneity of the sample. The objective of the pre-test is to obtain baseline scores of student's speaking performances through role-play strategies and teaching methods prior to the treatments. At this point it was expected that the students would have approximately the same level of proficiency, but minor differences were tolerable.

2. Treatment

Above all is to be noted that the researcher word in the experimental group and the control group differs in presentation but equal is the content that are

the themes related to communication. During the course, rote-playing treatments were administered to the experimental group, while traditional tactics were administered to the control group.

3. Post-test

The researcher ran a post-test, which was quite like the pre-test in the first part of the study. The post-test as the summative assessment was to investigate if the treatment made a difference in the learning of the students to the researcher in determining the effect of employing role-play method in the experimental class.

3.6 Technique of Data analysis

This study utilizes a quantitative analysis of data. Based on Sugiyono (2015), following the gathering of the pre-test data, the analysis of T-test with 5% of significance level was carried out by the researcher. The data were the students' speaking scores in their pre-test and post-test and were analyzed using the t-test through SPSS software. The T-test used to test the differences between the means of the pre-test and post-test scores. The t-test results were then interpreted in the light of the research hypothesis.

- If $t\text{-count} \geq t\text{-table}$, it means H_0 was rejected and H_1 accepted.
- If $t\text{-count} \leq t\text{-table}$, it means that H_0 was accepted and H_1 was rejected.

The formula is:

To analyze the test results, the researcher processed the scores using the following steps:

- a. Calculating the mean scores for both the experimental and control groups.
- b. Determining the standard deviation for each group.
- c. Testing the significance of the difference between the two groups' scores.

$$MX = \frac{\sum X}{N}$$

(*experiment class*)

$$MY = \frac{\sum Y}{N}$$

(*control class*)

Where:

M : The mean score of two classes

X : The student final score for experimental class

Y : The student final score for control class

N : Is the number of sample

Σ : Is the sum

CHAPTER IV

FINDING AND DISCUSSION

This chapter describes the results of the study by reporting data analysis through SPSS (Statistical package for the social sciences). The study was to investigate the impact of using role-play technique on the students' speaking skills. The investigator reviewed data from the pre-tests and post-tests. A t-test was conducted to test the research hypotheses by using quantitative method. The processing includes descriptive statistics, frequencies and paired-sample t-test to assess whether the applied approach is effective in improving students' speaking performance. The findings are outlined according to the research data as follows: the findings based on research data are presented as follows:

4.1 The Description of Data

4.1.1 The Description of Data before Treatment

1. Score of Pre-Test Experimental Class

In the pre-test for the experimental class, researchers calculated the results students achieved before the treatment. The results are shown below

Table 4.1
Score of Pre-Test Experimental Class

Descriptive Statistic	Value
Total	645
Highest Score	80
Lowest Score	60
Mean	64.5
Median	65
Modus	65
Range	20
Interval	4
Standard Deviation	6.06
Variance	36.72

From the table, sum of scores of students in the experimental class was 645. Scores were between a minimum of 60 and a maximum of 80. The mean was 64.5, the median and mode were both 65, indicating a fairly symmetrical distribution. The range of score was 20 and the interval of the data was 4. The variance was 36.72, and the standard error was 6.06.

2. Frequency Distribution of Students Score

Table 4.2
Frequency Distribution of Students Score

No	Interval	Mid Point	Frequency	Percentage
1	60-63	61.5	3	30%
2	64-67	65.5	4	40%
3	68-71	69.5	2	20%
4	72-75	73.5	1	10%

Specifically, 30% of the respondents got a score from 60 to 63, and 40% a score from 64 to 67, which equals to 70% in Low Score group with the implication that they are far away from the required level. 20% of the respondents got a score between the score of 68 and 71, which was categorized as Mid Score Group-termed as barely meeting the standard of competence. 10% secured scores in the range of 72 to 75, which put them in the High Score category and indicating outstanding performance.

3. Score of Pre-Test Control Class

Table 4.3
Score of Control Class in Pre-Test

Descriptive Statistic	Value
Total	615
Highest Score	75
Lowest Score	50
Mean	61.5
Median	62.5
Modus	60
Range	25
Interval	5
Standard Deviation	7.45
Variance	55.42

4. Frequency Distribution of Students Score

Table 4.4
Frequency Distribution of Students Score

No	Interval	Mid Point	Frequency	Percentage
1	50-54	52	1	10%
2	55-59	57	2	20%
3	60-64	62	4	40%
4	65-69	67	2	20%
5	70-74	72	1	10%

In particular, 10% scored from 50 to 54, 20% from 55 to 59 and 40% scored from 60 to 64, being 70% in a low score band, meaning they did not reach the required level. While 20% (mid score, 65-69) just scraped through the minimum standard. Just 10% of them had scored in the range of 70-74, qualifying them for the high score category and demonstrating strong performance.

4.1.2 The Description of Data after Treatment

1. Score of Post-Test Experimental Class

Table 4.5
Score of Experimental Class in Post-Test

Descriptive Statistics	Value
Total	725
Highest Score	85
Lowest Score	60
Mean	72.5
Median	70
Modus	70
Range	25
Interval	5
Standard Deviation	7.45
Variance	55.42

The post-test scores of the experimental class are from 60 to 85, and the total score is 725. The mean score increased to 72.5 and the median and mode were both 70. The variance and standard deviation were the same as in the pre-test, indicating a stable dispersion in scores.

2. Frequency Distribution of Students Score

Table 4.6
Frequency Distribution of Students Score

No	Interval	Mid Point	Frequency	Percentage
1	60-64	62	2	20%
2	65-69	67	3	30%
3	70-74	72	3	30%
4	75-79	77	1	10%
5	80-84	82	1	10%

In particular, 20% obtained a mark within 60–64, the so-called low score band, with the implication that the students in this band fell "below the required level". 30% were between 65 and 69, which is the mid score band and suggests that they barely reached the minimum standard. 50% scored in the upper bands—30% in the 70–74 range, 10% in the 75–79 range and 10% in the 80–84 range—these so high scores indicate commendable results and places them in the so called “high score” band. This distribution shows that 80% of students attained at least the expected level of competence, representing a satisfactory overall achievement in scores.

3. Score of Post-Test Control Class

Table 4.7
Score of Control Class in Post-Test

Descriptive Statistics	Value
Total	665
Highest Score	80
Lowest Score	50
Mean	66.5
Median	67.5
Modus	50
Range	30
Interval	6
Standard Deviation	11.11
Variance	123.33

In the post-test, the above table depicts a total of 665 for the control group, with the highest score being 80 and the lowest 50. The average score was 66.5, which was slightly below that of the experimental class. The variance and standard deviation were higher, indicating greater dispersion of scores..

4. Frequency Distribution of Students Score

Table 4.8
Frequency Distribution of Students Score

No	Interval	Mid Point	Frequency	Percentage
1	50-56	53	1	10%
2	57-63	60	3	30%
3	64-70	67	4	40%
4	71-77	74	1	10%
5	78-84	81	1	10%

Specifically, 10% were in the range of 50–56, 30% in the range of 57–63 and 40% in the range of 64–70, summing up to 80% in the low score range which means they failed to fulfill the requirement. 10% scored between 71–77, which is the mid score range, and just meets the minimum standard. 10% of students scored between 78–84, which is considered a high score and indicates that they are possible high performers.

4.2 Hypothesis Testing

The data has been calculated, and based on the calculation from both experimental and control class, the data distribution was found to be normal.

There are two hypotheses in this research:

- a. The alternative hypothesis (H_a): Role play method has a significant effect on students' speaking skill.
- b. The null hypothesis (H_0): Role play method does not have a significant effect on students' speaking skill.

Table 4.9
Independent Sample T-Test Result (Post-Test)

Class	N	Mean	Std.Deviation	tcount	ttable	Sig(2-tailed)
Experimental	10	72.5	7.45			
Control	10	66.5	11.11	-2.36	2.101	0.021

The table above shows that $t_{count} = -2.36$ while $t_{table} = 2.101$ in the post-test, with significance level (α) = 5% and degrees of freedom (df) = $n_1 + n_2 - 2 = 10 + 10 - 2 = 18$. Because $t_{count} > t_{table}$ (in absolute value), it can be concluded that H_0 is rejected and H_a is accepted.

Table 4.10
Gain Score of Experimental and Control Class

Class	Pre-Test	Post-Test	Gain Score
Experimental	64.5	72.5	8.0
Control	61.5	66.5	5.0
Difference			3.0

From the table above, the gain score in the experimental class is 8.0, while in the control class it is 5.0. The difference in gain score between both classes is 3.0, which shows that the improvement in students' speaking skill in the experimental class was higher than in the control class.

4.3 Discussion

Based on the research this study finds that the research method role play is make a significant efficient in students speak strength. The comparative analysis is illustrated as the numerical mean difference between the experimental and control classes based on post-test scores, as shown through the independent sample t-test.

According to the data analysis, the average of the experimental class post-test score was 72.5 while the control class was 66.5. It indicates that those students who were taught using the role play method had better speaking performance than those who received conventional instruction. Also, $t_{count} = -2.36$, $p\text{-value} = 0.021$ ($p < 0.05$) shows a significant difference between the log-trauma groups. Thus, we reject the null hypothesis (H_0) and accept the alternative hypothesis (H_1).

The results are coherent with the theory- grounded assumption that role play, as an active learning strategy, enables students to practice actual communication, enhances engagement, and decreases students' speaking apprehension. This method enables a safe space for learners to practice speaking and learn pronunciation and fluency in speaking.

These results are in accordance with the theoretical assumption that as a learning strategy, role play is considered an active-learning strategy in which students enact authentic communication practices, promote involvement, and alleviate communication fear. Step1: The role play method will nurture the valid environment for learning, in which the learners get to practice some Voiceover practices like pronouncing word, fluency which encourages them to speak confidently and learn the process.

These findings indicate that the role play method was effective in improving students' speaking skills, as evidenced by the significant difference in the average scores of the experimental and control classes, with a gain score of the experimental class (8.0) being 3.0 points higher than that of the control class (5.0).

These results are also accompanied with the requirement of student-centered teaching in ESL/EFL classes. Conventional pedagogy focuses mainly on the grammar or memorization, but role play lead students to apply their language to communicate, which is a similar communication is the best way to learn language. This aligns with the principles of the constructivist approach to learning which posits that knowledge is constructed through experiences and social exchanges.

The frequency distribution displays a jump from the low frequency band to the high frequency band in favor of the experimental class, proving that the experimental class was greatly facilitated by the treatment, as a result that the scores were distributed relatively evenly with more high scores versus the controlled class which more or less deteriorated.

Based on this result it could be concluded that applying the role play method in teaching English as foreign language gave positive contribution significantly in improving students speaking competence but in the term of helping students in low scoring into the middle scoring. This approach is suggested to be included by educators in their regular classroom sessions to create a more active and interactive learning environment.

In the last part of this discussion, The researcher finds something interesting. Many students expressed that acting out helped them feel more relaxed and confident.

They enjoyed the chance to move, speak, and interact in English without the pressure of being perfect. Through roleplay, they not only practiced their speaking skills but also discovered that learning English could be fun and joyful.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

As discussed in the previous chapter, thus it can be concluded that the role play method has a significant effect on students speaking ability. The average post-test score of the experimental class with the role play method was better than the passive learning class (control class). The role play method was proven to be a successful strategy in this study, indicating an emphasis on the value of interactive and learner-centered teaching methods within the EFL classroom.

Role play also helps students use the language in a more meaningful and contextual way and promotes collaboration, creativity, and decreased anxiety when speaking. These are important to assist students to become more native and confident speakers. In short, the role play method is an effective teaching technique to improve students speaking skills and can be used by the teacher to create a dynamic, fun, and communicative atmosphere in language learning process.

5.2 Suggestion

In relation to the conclusions made by the data collected, the researcher wishes to present several recommendations regarding the improvement of teaching and learning English, particularly in terms of speaking skills:

1. For English Teachers:

The teachers are motivated to apply role-play techniques of speaking teaching regularly. With this method, students are able to take an active role, the use of target language is contextualized, and they can express themselves without as much inhibition. Role play not only makes speaking more beneficial, it also enhances confidence, creativity, and a communication skill among other people. It was suggested that the teachers show role play in different themes and topics that can provide significance and entertainment as well.

2. For Students:

Students need to take role play activities as an opportunity to practice real communication in English. Fluency, pronunciation and vocabulary usage improve significantly when these level of participation take place. Students are also encouraged to conquer their fear of mistakes, since speaking practice is a process that improves through trial and error.

3. For Schools and Institutions:

Supportive environments: Schools can create enabling things and materials by providing physical environments by interactive strategies of learning such as role-play. Examples of this may include training for teachers, preparation of role play materials, and classroom settings that allow for movement, collaboration, and performance-based activities.

4. For Future Researchers:

Therefore, future researches are suggested to investigate the use of role play not only for speaking, but also for other skill, listening, reading comprehension or even writing. Larger, more diverse educational levels or longer treatment studies may provide clearer insights and more robust generalizations regarding role play's effectiveness in language learning.



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APPENDIX

Appendix 1 : Speaking Scoring Rubric

No	Aspect	Criteria	Score
1	Pronunciation	Going to be perfect	5
		Some mistake do not influence the meaning	4
		Some mistake influence the meaning	3
		Lots of mistake influence the meaning	2
		Too many mistake that influence the meaning	1
2	Intonation	Almost perfect	5
		Some mistake do not influence the meaning	4
		Some mistake influence the meaning	3
		Lots of mistake influence the meaning	2
		Too many mistake that influence the meaning	1
3	Fluency	Very Good	5
		Good	4
		Enough	3
		Bad	2
		Very Bad	1
4	Accuracy	Very Good	5
		Good	4
		Enough	3
		Bad	2
		Very Bad	1

Appendix 2 : Modul Ajar

MODUL AJAR

MATA PELAJARAN BAHASA INGGRIS

A. Informasi Umum

1. Identitas Sekolah	
a. Nama Sekolah	SMP 4 Siak Hulu
b. Tahun Ajar	2024-2025
c. Semester	
d. Nama Guru	
2. Fase	D
3. Capaian Pembelajaran	- Peserta didik mampu berpartisipasi aktif dalam kegiatan roleplay dengan menggunakan ungkapan-ungkapan fungsional dan kosakata yang relevan, serta menunjukkan kemampuan berbicara dalam bahasa Inggris dengan memperhatikan: - Pronunciation: Mengucapkan kata dan frasa dengan pelafalan yang tepat dan dapat dipahami oleh lawan bicara. - Intonation: Menggunakan intonasi yang sesuai untuk menyampaikan makna dan emosi dalam dialog. - Fluency: Menyampaikan ide secara lancar tanpa jeda yang mengganggu komunikasi. - Accuracy: Menggunakan struktur tata bahasa dan pilihan kata yang tepat dalam konteks situasi komunikasi.
4. Topik/Materi	Role-Play
5. Profil Pelajar Pancasila	- Mandiri : Regulasi diri: Mengidentifikasi perbedaan emosi yang dirasakannya dan situasi- situasi yang menyebabkannya; serta mengekspresikan secara wajar - Kreatif : Menghasilkan gagasan orisinal: Menggabungkan beberapa gagasan menjadi ide atau gagasan imajinatif yang bermakna untuk mengekspresikan pikiran dan/atau perasaannya - Berpikir Kritis : Menghasilkan suatu ide untuk dikembangkan berdasarkan pendapat dalam pertanyaan. - Gotong Royong: Bekerjasama, berkolaborasi, menghasilkan suatu ide/pendapat dalam sebuah percakapan

B. Komponen Inti

1. Tujuan Pembelajaran

Setelah mengikuti pembelajaran ini, peserta didik dapat:

- a. Mengidentifikasi dan melafalkan kata-kata dalam bahasa Inggris dengan pelafalan yang tepat.
- b. Menyampaikan ide/opini secara lisan dalam konteks roleplay dengan intonasi dan ekspresi yang sesuai.
- c. Berbicara dengan lancar tanpa banyak jeda atau pengulangan yang mengganggu komunikasi.
- d. Menggunakan struktur kalimat dan tata bahasa yang benar dalam dialog.
- e. Menyampaikan ide secara jelas dan dapat dipahami oleh lawan bicara.

2. Pemahaman bermakna

- a. Role play adalah teknik pembelajaran yang memungkinkan peserta untuk terlibat secara aktif dalam situasi yang bermakna, dengan memerankan tokoh atau karakter tertentu.
- b. Dengan mempelajari metode role-play, peserta didik dapat menerapkan kompetensi mereka di dalam kehidupan nyata seperti dalam menyampaikan ide, berespresi dll.

3. Pertanyaan Pemantik

- a. Pernahkah kalian berpura-pura menjadi orang lain atau menirukan adegan film?
- b. Kalau kalian menjadi kasir di toko atau menjadi turis asing, apa yang kalian katakan?

SARANA DANPRASARANA	
Fasilitas	1. Papan tulis 2. Kertas teks B. PESERTA DIDIK: 1. Merespon salam dan berdoa 2. Menjawab absensi guru 3. merespon apa yang disampaikan guru 4. Mendengarkan informasi guru
Tempat belajar	Ruang Kelas
Jumlah Peserta Didik	- Peserta didik
Ketersediaan Materi	Pengayaan untuk peserta didik berprestasi tinggi : ada
Pendekatan, model dan teknik pembelajaran	1. Pendekatan : Kontekstual 2. Model : Discovery Learning 3. Teknik : Tanya Jawab, Diskusi
Kegiatan Pembelajaran	Peserta didik berkelompok
Materi ajar	Role-play
Alat dan Bahan	1. Kertas text roleplay

Pertemuan ke 1	
Kegiatan Pendahuluan (10 Menit)	KEGIATAN AWAL: - Salam pembuka dan berdoa - Melakukan absensi APERSEPSI - Guru menjelaskan secara singkat serta mendiskusikan definisi dari roleplay - Guru memberikan contoh yang menarik dan memberi tahu tujuan dari roleplay
Kegiatan Inti (60 Menit)	Pengenalan Konsep Roleplay - Guru memberikan penjelasan tentang roleplay - Guru menampilkan role play yang relevan dengan kehidupan sehari-hari (contoh : berbelanja, berdiskusi menentukan tujuan wisata) Diskusi - Apa yang dilakukan oleh para tokoh? - Bahasa seperti apa yang mereka gunakan? Tujuan - Guru menjelaskan bahwa roleplay melatih pronunciation(pelafalan), intonation(nada bicara), fluency(kelancaran) dan accuracy(ketepatan)
Kegiatan Penutup (10menit)	- Merefleksi dan membuat kesimpulan bersama siswa - Menutup pelajaran.

Pertemuan ke 2	
Kegiatan Pendahuluan (10 Menit)	KEGIATAN AWAL: - Salam pembuka dan berdoa - Melakukan absensi APERSEPSI - Sebagai apersepsi untuk mendorong rasa ingin tahu peserta didik, guru memberikan pertanyaan seputar roleplay dan memberikan nilai plus kepada peserta didik yang dapat menjawab
Kegiatan Inti (60 Menit)	Demonstrasi Roleplay Memberikan model langsung tentang roleplay yang dilakukan - Guru dan satu siswa melakukan roleplay singkat di depan kelas (misal: percakapan antara pelanggan dan pelayan restoran). Guru membahas komponen penting dalam contoh tadi: - Pelafalan kata (pronunciation) - Ekspresi dan nada bicara (intonation) - Kelancaran berbicara (fluency) - Ketepatan (accuracy) Latihan Terstruktur Memberi kesempatan siswa untuk mencoba roleplay dengan panduan. - Siswa dibagi berpasangan - Setiap pasangan mendapatkan dialog sederhana untuk situasi tertentu (misalnya: meminta informasi, membeli barang, memberi saran)

Pertemuan ke 2	
	- Siswa berlatih membaca dan memerankan dialog. - Guru berkeliling untuk memberikan masukan tentang pelafalan, intonasi, dan kelancaran bicara. Modifikasi dan Improvisasi Mendorong kreativitas dan penggunaan bahasa secara mandiri. - Siswa diminta mengganti sebagian dialog atau menambahkan bagian baru sesuai imajinasi mereka. - Setelah berlatih, beberapa pasangan menampilkan roleplay mereka di depan kelas.
Kegiatan Penutup (10menit)	- Merefleksi dan membuat kesimpulan bersama siswa - Menutup pelajaran.





UNIVERSITAS ISLAM RIAU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat: Jalan Kaharuddin Nasution No. 113 F. Marpoyan Pekanbaru Riau Indonesia - Kode Pos: 28284
Telp. +62 761 674674 Fax. +62 761 674834 Website: www.uir.ac.id Email: pendidikanbahasainggris@uir.ac.id



FORMULIR PENGAJUAN JUDUL SKRIPSI

Saya yang bertanda tangan dibawah ini :

Nama : MICHAEL ALBERTO
NPM : 206310368
Tempat Tanggal Lahir : Pekanbaru, 23 Februari 2001
Alamat : Jalan Gelatik XV no 14 Perumnas Sidomulyo
No. Telp/HP : 081276238937

Bermaksud mengajukan judul skripsi sebagai berikut :

Judul Skripsi I : THE EFFECT USING ROLE PLAY METHOD TO NINE GRADERS SPEAKING SKILL AT SMP 4 SIAK HULU
(Diterima)

Judul Skripsi II : AN ANALYSIS OF SPEAKING SKILL STUDENTS IN CLASS 9 GRADE AT SMP 4 SIAK HULU IN
STUDYING ENGLISH THROUGH ROLE-PLAY WITH NARRATIVE TEXT.

Judul Skripsi III : AN ANALYSIS OF SPEAKING SKILL STUDENTS IN CLASS 9 GRADE AT SMP 4 SIAK HULU IN
STUDYING ENGLISH THROUGH ROLE-PLAY WITH NARRATIVE TEXT.

Pembimbing:
Shalawati., S.Pd., M.A.TESOL

Dibuat di : Pekanbaru
Pada Tanggal : 21 Oktober 2024

Mahasiswa yang mengajukan

MICHAEL ALBERTO

**Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Pendidikan (SIP)**

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS ISLAM RIAU**

**SURAT KEPUTUSAN
DEKAN FKIP UNIVERSITAS ISLAM RIAU**

**Nomor : 0536/KPTS/FKIP-UIR/2024
Tentang : Penunjukan Pembimbing Penulisan Skripsi Mahasiswa FKIP
UNIVERSITAS ISLAM RIAU**



Menimbang : 1. Bahwa untuk membantu mahasiswa dalam penyusunan skripsi, maka perlu ditunjuk pembimbing yang akan memberikan bimbingan sepenuhnya terhadap mahasiswa tersebut.
2. Bahwa saudara-saudara yang namanya tersebut tercantum dalam Surat Keputusan ini dipandang mampu dan memenuhi syarat untuk membimbing skripsi mahasiswa, maka untuk itu perlu ditetapkan dengan Surat Keputusan Dekan.

Mengingat : 1. Undang-undang nomor 20 tahun 2003 tentang sistem pendidikan nasional.
2. Undang-undang nomor 12 tahun 2012 tentang pendidikan tinggi.
3. Peraturan pemerintahan nomor 19 tahun 2005 tentang standar nasional pendidikan tinggi.
4. Surat Keputusan menteri pendidikan nasional :
 1. Nomor 339/U/1994 tentang ketentuan pokok penyelenggaraan perguruan tinggi.
 2. Nomor 224/U/1995 tentang badan akreditasi nasional perguruan tinggi.
 3. Nomor 232/U/2000 tentang pedoman kurikulum pendidikan tinggi dan penilaian hasil belajar mahasiswa.
 4. Nomor 124/U/2001 tentang pedoman pengawasan, pengendalian, dan pembinaan program studi perguruan tinggi.
 5. Nomor 045/U/2002 tentang kurikulum inti pendidikan tinggi.
5. Surat Keputusan pimpinan YLPI Riau nomor 66/Kep/YLPI-II/1976 tentang peraturan dasar Universitas Islam Riau.
6. Surat Keputusan Rektor Universitas Islam Riau nomor. 112/UIR/Kpts/2016 tentang pengangkatan Dekan FKIP Universitas Islam Riau tanggal 31 Maret 2016.

MEMUTUSKAN

Menetapkan : 1. Menunjuk nama-nama tersebut dibawah ini sebagai pembimbing skripsi

No	NIP	Nama	Pembimbing
1	180902700	Shalawati., S.Pd., M.A.TESOL	Pembimbing Utama
Nama Mahasiswa		MICHAEL ALBERTO	
NPM		206310368	
Program Studi		Pendidikan Bahasa Inggris	
Judul Skripsi		THE EFFECT USING ROLE PLAY METHOD TO NINE GRADERS SPEAKING SKILL AT SMP 4 SIAK HULU	

2. Tugas-tugas pembimbing berpedoman kepada ketentuan yang berlaku.
3. Dalam melaksanakan bimbingan, pembimbing supaya memperhatikan usul dan saran seminar proposal.
4. Kepada Saudara yang namanya tercantum dalam lampiran Surat Keputusan ini diberi honorarium sesuai dengan ketentuan yang berlaku di Universitas Islam Riau.
5. Surat Keputusan ini mulai berlaku sejak surat keputusan ini diterbitkan, dengan ketentuan apabila terdapat kekeliruan akan diadakan perbaikan sebagaimana mestinya.

Kutipan : 1. Disampaikan pada yang bersangkutan untuk dapat dilaksanakan sebaik-baiknya.

Dibuat di : Pekanbaru
Pada Tanggal : 21 Oktober 2024

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Telp. +62 761 674674 Fax. +62 761 674834 Website: www.uir.ac.id Email: pendidikanbahasainggris@uir.ac.id



BERITA ACARA SEMINAR PROPOSAL

Nama Mahasiswa	:	MICHAEL ALBERTO
NPM	:	206310368
Hari / Tanggal Seminar	:	Senin, 11 November 2024
Pembimbing	:	Shalawati., S.Pd., M.A.TESOL
THE EFFECT USING ROLE PLAY METHOD TO NINE GRADERS SPEAKING SKILL AT SMP 4 SIAK HULU		
REKOMENDASI HASIL SEMINAR		
Judul Yang Diterima	:	Direvisi
Identifikasi Masalah	:	Jelas
Perumusan Masalah Masalah	:	Jelas
Tujuan Penelitian	:	Jelas
Manfaat Penelitian	:	Jelas
Defenisi Operasional	:	Jelas
Teori Utama dan Teori Pendukung	:	Jelas
Hipotesis Penelitian	:	Jelas
Metode dan Desain Penelitian	:	Jelas
Populasi dan Sampel / Subjek Penelitian	:	Jelas
Variabel Penelitian	:	Jelas
Instrumen Penelitian	:	Jelas
Teknik Pengumpulan Data	:	Dirubah
Teknik Analisis Data	:	Dirubah
Daftar Rujukan/Pustaka	:	Relevan
Kesimpulan Hasil Seminar	:	Tidak Mengulang

TIM DOSEN PENGARAH / PEMBERI SARAN SEMINAR PROPOSAL

NAMA DOSEN	NIP	Jabatan Dalam Seminar
Shalawati., S.Pd., M.A.TESOL	180902700	(KETUA)
Johari Afrizal., S.Pd., M.Ed	091102369	(ANGGOTA)
Dr.Diyah Ayu,S.S,M.Hum	130202466	(ANGGOTA)

Catatan :
n/a

Dibuat di : Pekanbaru
Pada Tanggal : 02 Desember 2024

**Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Pendidikan (SIP)**

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS ISLAM RIAU**



YAYASAN LEMBAGA PENDIDIKAN ISLAM (YLPI) RIAU
UNIVERSITAS ISLAM RIAU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kahrududin Nasution No. 113 P. Marpoyan Pekanbaru Riau Indonesia – Kode Pos: 28284
Telp. +62 761 674674 Fax. +62 761 674834 Website: www.uir.ac.id Email: info@uir.ac.id

MOHON IZIN SKRIPSI

Nomor : 0302/E-UIR/27-FKIP/2025



Yang Terhormat
Kepala Sekolah SMPN 4 Siak Hulu
Jl. Lembah Damai, Pandau Jaya, Kec. Siak Hulu, Kabupaten Kampar, Riau 28284
Kampar

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Bersama ini datang menghadap Bapak/Ibu Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau.

No	Nama Mahasiswa	N P M	Program Studi
1.	MICHAEL ALBERTO	206310368	Pendidikan Bahasa Inggris

Meminta izin untuk melakukan observasi di SMPN 4 Siak Hulu yang Bapak/Ibu Pimpin. Observasi ini dimaksudkan untuk mengumpulkan informasi dan data guna penyusunan tugas Akhir/Skripsi.

Untuk kepentingan itu, kami berharap agar Bapak/Ibu berkenan memberikan rekomendasi izin tersebut dan kami berharap Bapak/Ibu dapat membimbing mahasiswa kami selama observasi.

Demikian atas perhatian Bapak/Ibu, kami ucapkan terima kasih.

Wasalam

Dibuat di : Pekanbaru
Pada Tanggal : 10 Maret 2025

**Ditandatangani Secara Elektronik Melalui :
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UNIVERSITAS ISLAM RIAU**



PEMERINTAH KABUPATEN KAMPAR
DINAS PENDIDIKAN KEPEMUDAAN DAN OLAHRAGA
UPT SMP NEGERI 4 SIAK HULU
AKREDITASI A

Alamat : Jl.Lembah Damai - Pandau Jaya, Kode Pos : 28452
E-Mail : smp4siakhulu02@gmail.com



Nomor Statistik Sekolah

2	0	1	1	4	0	6	8	0	0	0	4
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SURAT KETERANGAN RISET

Nomor : 422.03/UPT.SMPN.4-SH/2025/264

Kepala UPT Sekolah Menengah Pertama (SMP) Negeri 4 Siak Hulu Kabupaten Kampar, dengan ini Menyatakan bahwa :

N a m a : **MICHAEL ALBERTO**
No. Mahasiswa : 206310368
Tempat / Tgl Lahir : Pekanbaru/ 23 Februari 2001
J u r u s a n : Pendidikan Bahasa Inggris
A l a m a t : Jl. Gelatik XV No. 14 Perumnas Sidomulyo

Benar telah mengajukan Permohonan Izin Pra Riset berdasarkan Surat Nomor 0302/E-UIR/27-FKIP/2025 tertanggal 10 Maret 2025 di UPT SMP Negeri 4 Siak Hulu Kabupaten Kampar.

Demikian Surat Balasan Permohonan Prariset ini kami buat dan kami berikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Pandau Jaya, 11 Maret 2025
Kepala UPT SMP Negeri 4 Siak Hulu


MOHAMAD HUJANI, S.Pd., M.Pd
NIP. 19710826 199802 1 002



YAYASAN LEMBAGA PENDIDIKAN ISLAM (YLPI) RIAU
UNIVERSITAS ISLAM RIAU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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BERITA ACARA UJIAN SKRIPSI

Berdasarkan Surat Keputusan Dekan Fakultas Keguruan Dan Ilmu Pendidikan Universitas Islam Riau, Pekanbaru, tanggal 26 Juni 2025, Nomor : 0184/FKIP-UIR/KPTS/2025, maka pada hari Kamis, 26 Juni 2025, telah dilaksanakan Ujian Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan Dan Ilmu Pendidikan Universitas Riau, Jenjang Studi S1, Tahun Akademik 2024/2025 (Genap) berikut ini:

Nama : MICHAEL ALBERTO
NPM : 206310368
Judul Skripsi : THE EFFECT USING ROLE PLAY METHOD TO NINE GRADERS SPEAKING SKILL AT SMP 4 SIAK HULU
Tanggal Ujian : 26 Juni 2025
Tempat Pelaksanaan Ujian : Ruang II

Dengan Keputusan Hasil Ujian Skripsi:

Lulus

Nilai Ujian:

Nilai Ujian Huruf = A-

Tim Penguji Skripsi :

No	Nama	Jabatan
1.	Shalawati., S.Pd., M.A.TESOL	(KETUA)
2	Johari Afrizal., S.Pd., M.Ed	(ANGGOTA)
3	Dr.Diyah Ayu,S.S,M.Hum	(ANGGOTA)

Dibuat di : Pekanbaru
Pada Tanggal : 04 Juli 2025

**Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Pendidikan (SIP)**

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UNIVERSITAS ISLAM RIAU

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

الجامعة الإسلامية الزيتونية

Alamat: Jalan Kaharuddin Nasution No. 113 P. Marpoyan Pekanbaru Riau Indonesia – Kode Pos: 28284
Telp. +62 761 674674 Fax. +62 761 674834 Website: www.uir.ac.id Email: pbingskipuir@gmail.com

SURAT KETERANGAN BEBAS PLAGIAT

Nomor: 87/PBING-FKIP-UIR/XII/2025

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Riau menerangkan bahwa:

Nama	:	Michael Alberto
NPM	:	206310368
Program Studi	:	Pendidikan Bahasa Inggris (S1)
Judul Skripsi	:	THE EFFECT USING ROLE PLAY METHOD TO NINE GRADERS SPEAKING SKILL AT SMP 4 SIAK HULU

Dinyatakan sudah memenuhi syarat batas maksimal plagiasi kurang dari 30% pada skripsi yang disusun. Surat keterangan ini digunakan sebagai prasyarat untuk mengikuti ujian skripsi.

Pekanbaru, 02 Desember 2025

Ketua Program Studi

Andi Idayani, S.Pd., M.Pd.
NIDN 1026048501

UNIVERSITAS ISLAM RIAU

Jl. kaharuddin Nasution No. 113 Perhentian Marpoyan Telp (0761) 72126 - 674884. Fax (0761) 674834 Pekanbaru - Riau.
28284

DAFTAR PRESTASI AKADEMIK MAHASISWA

Nama : MICHAEL ALBERTO
 Tempat/Tgl.Lahir : PEKANBARU, 23 Februari 2001
 NPM : 206310368
 Fakultas : KEGURUAN DAN ILMU PENDIDIKAN
 Program Studi : Pendidikan Bahasa Inggris
 Jenjang Pendidikan : S1

KODE MK	MATA KULIAH	NILAI	AM	K	KM
UN12005	BAHASA INDONESIA INDONESIAN	A	4	2	8
IG13002	BASIC ENGLISH GRAMMAR BASIC ENGLISH GRAMMAR	B+	3.5	2	7
IG13069	BASIC LISTENING BASIC LISTENING	B+	3.5	3	10.5
IG12054	INTENSIVE READING INTENSIVE READING	A-	3.75	2	7.5
IG12063	INTENSIVE VOCABULARY INTENSIVE VOCABULARY	B	3	2	6
IG12058	INTENSIVE WRITING INTENSIVE WRITING	A-	3.75	2	7.5
FK12001	LANDASAN PENDIDIKAN INTRODUCTION EDUCATION	B	3	2	6
UN12001	PENDIDIKAN AGAMA ISLAM ISLAMIC EDUCATION	B+	3.5	2	7
UN12007	PENDIDIKAN PANCASILA PANCASILA EDUCATION	B	3	2	6
IG13001	PRONOUNCIACION PRACTICE PRONOUNCIACION PRACTICE	B	3	2	6
IG12050	SPEAKING FOR GENERAL COMMUNICATION SPEAKING FOR GENERAL COMMUNICATION	A-	3.75	2	7.5
IG22064	ACADEMIC VOCABULARY ACADEMIC VOCABULARY	B+	3.5	2	7
FK22002	AL-ISLAM 1 (IBADAH MU'AMALAH) AL-ISLAM 1 (WORSHIP MU'AMALAH)	B+	3.5	2	7
IG22070	COMMUNICATION LISTENING COMMUNICATION LISTENING	B+	3.5	2	7
FK42010	ETIKA DAN PROFESI PENDIDIKAN ETHICS AND PROFESSIONAL EDUCATION	A-	3.75	2	7.5
IG22009	EXTENSIVE READING EXTENSIVE READING	A-	3.75	2	7.5
FK22004	ILMU KEALAMAN FAULTY SCIENCE	B+	3.5	2	7
IG23007	INTERMEDIATE ENGLISH GRAMMAR INTERMEDIATE ENGLISH GRAMMAR	A	4	2	8
IG52034	PARAGRAPH WRITING PARAGRAPH WRITING	A-	3.75	2	7.5
UN12008	PENDIDIKAN KEWARGANEGARAAN CIVIC EDUCATION	B	3	2	6

IG32018	PHONETIC AND PHONOLOGY <i>PHONETIC AND PHONOLOGY</i>	B+	3.5	2	7
FK42008	PSIKOLOGI PENDIDIKAN <i>EDUCATIONAL PSYCHOLOGY</i>	A-	3.75	2	7.5
IG22051	SPEAKING FOR SOCIAL INTERCULTURAL COMMUNICATION <i>SPEAKING FOR SOCIAL INTERCULTURAL COMMUNICATION</i>	B	3	2	6
IG33013	ADVANCED ENGLISH GRAMMAR <i>ADVANCED ENGLISH GRAMMAR</i>	A-	3.75	2	7.5
FK32005	AL-ISLAM (AKHLAK) <i>AL-ISLAM (BEHAVIOR)</i>	B+	3.5	2	7
FK62014	BIMBINGAN KONSELING <i>COUNSELING GUIDANCE</i>	A-	3.75	2	7.5
IG32056	CRITICAL READING <i>CRITICAL READING</i>	A-	3.75	2	7.5
IG32077	ENGLISH INSTRUCTIONAL TECHNOLOGY <i>ENGLISH INSTRUCTIONAL TECHNOLOGY</i>	A	4	2	8
IG33012	ESSAY WRITING <i>ESSAY WRITING</i>	A-	3.75	2	7.5
FK62013	KEWIRAUSAHAANDI BIDANG PENDIDIKAN <i>ENTREPRENEURSHIP IN EDUCATION</i>	A	4	2	8
FK32006	KURIKULUM DAN PEMBELAJARAN <i>CURRICULUM AND LEARNING</i>	A	4	2	8
IG32071	LISTENING FOR ACADEMIC PURPOSES <i>LISTENING FOR ACADEMIC PURPOSES</i>	B+	3.5	2	7
IG52034	MORPHOLOGY <i>MORPHOLOGY</i>	A-	3.75	2	7.5
FK42009	PENGELOLAAN PENDIDIKAN <i>EDUCATION MANAGEMENT</i>	A	4	2	8
IG32052	SPEAKING IN PROFESSIONAL CONTEXT <i>SPEAKING IN PROFESSIONAL CONTEXT</i>	B	3	2	6
IG43023	ACADEMIC WRITING <i>ACADEMIC WRITING</i>	A-	3.75	2	7.5
FK42007	AL ISLAM 3 (FILSAFAT PENDIDIKAN ISLAM) <i>AL ISLAM 3 (PHILOSOPHY OF ISLAMIC EDUCATION)</i>	B+	3.5	2	7
IG42078	ENGLISH CURRICULUM DEVELOPMENT <i>ENGLISH CURRICULUM DEVELOPMENT</i>	B	3	2	6
IG42080	ENGLISH LANGUAGE TEACHING METHODOLOGY <i>ENGLISH LANGUAGE TEACHING METHODOLOGY</i>	A-	3.75	2	7.5
IG52034	ENGLISH SYNTAX <i>ENGLISH SYNTAX</i>	A-	3.75	2	7.5
IG42099	INTRODUCTION TO JOURNALISM <i>INTRODUCTION TO JOURNALISM</i>	A-	3.75	2	7.5
IG42053	SPEAKING IN ACADEMIC CONTEXTS <i>SPEAKING IN ACADEMIC CONTEXTS</i>	B+	3.5	2	7
IG42068	TEST-STANDARDIZED GRAMMAR <i>TEST-STANDARDIZED GRAMMAR</i>	B	3	2	6
IG42072	TEST-STANDARDIZED LISTENING <i>TEST-STANDARDIZED LISTENING</i>	B+	3.5	2	7
IG42057	TEST-STANDARDIZED READING <i>TEST-STANDARDIZED READING</i>	A	4	2	8
IG42102	THEORIES IN TRANSLATION <i>THEORIES IN TRANSLATION</i>	A-	3.75	2	7.5
IG52081	CURRENT ENGLISH LANGUAGE TEACHING METHODOLOGY <i>CURRENT ENGLISH LANGUAGE TEACHING METHODOLOGY</i>	B	3	2	6
IG52083	ENGLISH LEARNING TEST DEVELOPMENT <i>ENGLISH LEARNING TEST DEVELOPMENT</i>	B	3	2	6
IG215141	MICROTEACHING <i>MICROTEACHING</i>	B+	3.5	3	10.5

IG210268	NEWS AND REPORT: WRITING, EDITING <i>NEWS AND REPORT: WRITING, EDITING</i>	A-	3.75	2	7.5
IG215143	SEMANTICS, PRAGMATICS <i>SEMANTICS, PRAGMATICS</i>	B	3	2	6
IG210267	TRANSLATION : TEXTBOOKS, DOCUMENTS, SUBTITLING <i>TRANSLATION : TEXTBOOKS, DOCUMENTS, SUBTITLING</i>	A-	3.75	2	7.5
IG216147	ARTICLE WRITING <i>ARTICLE WRITING</i>	B	3	3	9
IG216154	CROSS CULTURE UNDERSTANDING <i>CROSS CULTURE UNDERSTANDING</i>	A-	3.75	2	7.5
IG210108	LITERASI DATA DAN TEKNOLOGI <i>DATA LITERACY AND TECHNOLOGY</i>	B	3	2	6
IG216151	MIXED RESEARCH ON ENGLISH LANGUAGE TEACHING <i>MIXED RESEARCH ON ENGLISH LANGUAGE TEACHING</i>	A	4	2	8
IG210273	PRACTICUM OF JOURNALISM <i>PRACTICUM OF JOURNALISM</i>	A-	3.75	2	7.5
IG210272	PRACTICUM OF TRANSLATION <i>PRACTICUM OF TRANSLATION</i>	A	4	2	8
IG216150	QUALITATIVE RESEARCH ON ENGLISH LANGUAGE TEACHING <i>QUALITATIVE RESEARCH ON ENGLISH LANGUAGE TEACHING</i>	B	3	2	6
IG216149	QUANTITATIVE RESEARCH ON ENGLISH LANGUAGE TEACHING <i>QUANTITATIVE RESEARCH ON ENGLISH LANGUAGE TEACHING</i>	B+	3.5	2	7
IG216148	SEMINAR PENDIDIKAN BIDANG STUDI PENDIDIKAN BAHASA INGGRIS <i>SEMINAR IN ENGLISH EDUCATION</i>	B	3	2	6
IG210111	STATISTIK PENDIDIKAN <i>EDUCATION STATISTICS</i>	B	3	3	9
IG217159	ENGLISH FOR SPECIFIC PURPOSES <i>ENGLISH FOR SPECIFIC PURPOSES</i>	A-	3.75	2	7.5
IG217160	ENGLISH LANGUAGE LEARNING MATERIALS DEVELOPMENT <i>ENGLISH LANGUAGE LEARNING MATERIALS DEVELOPMENT</i>	B+	3.5	2	7
IG210136	LANGUAGE TEACHING EVALUATION <i>LANGUAGE TEACHING EVALUATION</i>	B+	3.5	2	7
IG210114	PLP (PENGENALAN LAPANGAN PERSEKOLAHAN) <i>PLP (INTRODUCTION TO SCHOOL FIELD)</i>	A	4	4	16
IG217158	PSYCHOLINGUISTICS <i>PSYCHOLINGUISTICS</i>	B+	3.5	2	7
SPN2530115	SKRIPSI <i>THESIS</i>	A-	3.75	6	22.5
IG217157	SOCIOLINGUISTICS <i>SOCIOLINGUISTICS</i>	B+	3.5	2	7
		Jumlah		148	523.5
		IPK		3.54	

Pekanbaru, 10 Desember 2025